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RIO GRANDE

COLLEGE

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UNIVERSITY OF ILLINOIS

RIO GRANDE, OHIO

MAY, 1896

JUL 9 1896

Calendar.

1896.

Baccalaureate Sermon, Sunday, 10.30 A. M.	June 7.
Annual Address before Y. M. C. A., Sunday evening	June 7.
Anniversary of Preparatory Department, Monday evening	June 8.
Shakespearian Society Anniversary, Tuesday evening	June 9.
Trustee Meeting, Wednesday 9 A. M.	June 10.
Annual Address, Wednesday evening	June 10.
Commencement Day, Thursday	June 11.
Graduating Exercises, Collegiate Department	10 A. M.
Graduating Exercises, Music Department	3 P. M.
First Term of College Year, 1896–97, begins Monday	Aug. 31.
Second Term	Nov. 9.
Winter Vacation begins Friday	Dec. 18.

1897.

College opens Monday	Jan. 4.
Third Term begins Monday	Feb. 1.
Fourth Term	April 12.
Baccalaureate Sermon, Sunday, 10.30 A. M.	June 13.
Annual Address before Y. M. C. A., Sunday evening	June 13.
Anniversary of Preparatory Department, Monday evening	June 14.
Shakespearian Society Anniversary, Tuesday evening	June 15.
Trustee Meeting, Wednesday, 9 A. M.	June 16.
Annual Address, Wednesday evening	June 16.
Commencement Day, Thursday	June 17.

College Hall.

In the Campus.

Boarding Hall.

Annual Catalogue

OF THE

OFFICERS AND STUDENTS

OF

Rio · Grande · College

Rio Grande, Gallia Co., Ohio

MAY, 1896

BOSTON
MORNING STAR PUBLISHING HOUSE
1896

Board of Trustees.

REV. W. J. FULTON, PRESIDENT.

Term Expires June, 1896.

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REV. W. J. FULTON	Rio Grande
J. H. WOOD	Rio Grande
DR. R. D. JACOBS	Rio Grande
E. A. MCCARLEY	Harris

Term Expires June, 1897.

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J. W. TALBOTT	Tiffin
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HON. J. W. MCCORMICK	Gallipolis
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Term Expires June, 1898.

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R. J. MAUCK	Gallipolis
GEORGE GLENN	Tycoon
S. P. WOOD	Harris
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Term Expires June, 1899.

A. C. SHAVER	Eastbank, W. Va.
HON. J. L. VANCE	Gallipolis
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J. C. GROSS	Rio Grande
J. W. JONES	Gallipolis
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Executive Committee and Officers.

EXECUTIVE COMMITTEE.

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TEACHER OF GERMAN AND BOTANY.

MISS STELLA MAY FULTON, B. S.,

ASSISTANT IN ENGLISH AND LATIN.

GEORGE S. BOHANAN,

INSTRUCTOR IN VOCAL AND INSTRUMENTAL MUSIC.

Students.

Collegiate Department.

GRADUATES 1895.

Herbert Wilmot Buckle	Cable, Ill.
Sardine Presley Humphrey	Middleport

SENIORS.

Lizzie Davis	Cora
Emma Elizabeth Kling	Rio Grande

JUNIORS.

Carrie Samantha Davis	Rio Grande
Charles Elliott Davis	Rio Grande
Mary Minnie Fulton	Rio Grande
Millard Fillmore Leonard	Addison
Carrie Shires	Rio Grande

SOPHOMORES.

Hilas Lawrence Atkinson	Zaleski
Irene Isabelle Holcomb	Rio Grande
Eliza Symmes Lucas	Cheshire
William Lewis Nida	Lincoln

FRESHMEN.

Marianna Davis	Cora
Gertrude Ledlie Deckard	Hillsdale, Mich.
Ira Jasper Fulton	Rio Grande
Harriet Lillie Kling	Rio Grande
Ella Rebecca Price	Walts
Flora Melvena Shiers	Rio Grande
Carrie Eliza Wood	Rio Grande

Preparatory Department.

SENIORS.

John Harrison Berry	Addison
Dana George Oren Randall Bing	Carlton
James Ross Campbell	Gallipolis
Lola L. Cherrington	Ewington
Emma Jane Davis	Cora
Augusta Minx Lutes	Gallipolis
Jessie Pearce	Waterloo
Fred Louks Smith	Jimes
John Oscar Williams	Thurman

JUNIORS.

Irene Bing Buckle	Cable, Ill.
Emma M. Davis	Cora
David Benton Davis	Cora
Anna Viola Edwards	Gallia
Edward Milton Evans	Thurman
Charlotte Evans	Thurman
Arthur Ellsworth James	Wellston
William Ernest Jones	Raccoon Island
Mary Ella Jones	Thurman
Lillian Virginia Kincaid	Point Pleasant, W. Va.
Grace Delilah LeMaster	Rio Grande
Daisy Beatrice LeMaster	Rio Grande
Lester Keller Louks	Vinton
Wilbur Addison McDaniel	Athalia
Everett Humphreys Morgan	Cora
Jennie Herbert Morgan	Kitchen
Myrtia Ellen Shaffer	Cheshire
Rilla May Shaver	Cheshire
Iva Grace Simmerman	Lincoln
Frank Leslie Smith	Cora
Mary Catherine Smith	Rio Grande
Cora Mildred Stewart	Rio Grande
Jessie Alice Swanson	Rio Grande
Henry Dayton Swisher	Cheshire
William Franklin Wall	Scott Town
David Archie Ward	Crown City
Margaret Elizabeth Wickline	Rio Grande

English and Normal Department.

Dana George Oren Randall Bing, *Graduate*	Carlton
Jessie Bing Buckle, *Graduate*	Cable, Ill.
Benjamin Mason Allison	Wales
William Matire Allison	Wales
Edward Lee Bandy	Rio Grande
John Varney Broughman	Coy
James Mortimer Buckle	Northup
Chambers Baird Campbell	Campbell
Archie Eland Campbell	Kitchen
Mary Euphemia Campbell	Rodney
Ida May Chambers	Raccoon Island
Chester Newton Cofer	Mercerville
Wesley Zimmerman Cottrill	Denver
Philip Jenkins Davis	Cora
Amy May Davis	Thurman
John Boyd Davis	Rio Grande
Adolphus Charles Droz	Guysville
Ida Eachus	Patriot
Charles Albert Edwards	Gallia
David Luther Edwards	Thurman
John Hudson Elias	Wellston
Benjamin Franklin Ely	Charity
Edward Luther Evans	Cora
Lena Beryl Feltman	Vinton
Charles Augustus Ferrel	Rio Grande
Missouri May Fife	Kyger
Reuben Jacob Graham	Northup
David Grant Griffith	Holcomb
Emmet Elmer Halley	Mercerville
James Harvey Halley	Lincoln
James Preston Haskins	Crown City
Nora Belle Haskins	Crown City
Eliza Jane Haskins	Crown City
William Hawk	McArthur
Maud M. Hayes	Rutland
Harper Bruce Holcomb	Vinton
Bonnie Bird Holcomb	Vinton
Frank Wilson Hopkins	Rio Grande
Myrtie Edith Howard	Patriot
Anna Mabel Howe	Rio Grande
Milton Hull	Orpheus
Walker Coffman Irion	Mercerville
Thomas Webster Jenkins	Penlel
Fenimore Johnson	Mercerville

Eva Merton Johnston	Hanesville
Thomas William Jones	Thurman
Lot Davis Jones	Wigner
Emmet Leslie	Peniel
William Albert Lewis	Rio Grande
Maggie Ann Lewis	Rio Grande
Llewellyn Lloyd	Thurman
Vennie Matthews	Vinton
Max Moses Matthews	Vinton
William Bertrand McCaffrey	Proctorville
Wilbur Addison McDaniel	Athalia
Fred Arthur Miller	Patriot
Minnie Moomaw	Rio Grande
John Stanley Morgan	Kitchen
James Edgar Niday	Boggs
Homer Alvin Niday	Boggs
Lillie Oakes	Haverhill
John Addison Pigman	Athalia
Lester Rickey	Creola
Estelle Beatrice Rodgers	Scott Town
Maud Hortense Rowe	Scott Town
Margaret Rucker	Greasy Ridge
Grace Esther Sansbury	Hanesville
Ora Edna Shiers	Rio Grande
Varney Shoemaker	Rio Grande
Ella May Sims	Wales
Jess Seniah Sims	Wales
A. Fred Simmerman	Lincoln
Ola Ethel Smith	Rio Grande
Dora Alice Smith	Kitchen
Carleton Elijah Stone	Gallipolis
Letta Lucinda Stansbury	Rutland
Jessie Arminta Stewart	Bewler
Mary Hannah Swanson	Rio Grande
Eve Genevieve Swisher	Cheshire
Edna Estelle Swisher	Kyger
Perry Osbern Swisher	Kyger
Charles Shelby Tanner	Rio Grande
W. Gomer Thomas	Cora
Morris Edgar Vaughn	Rocky Hill
Bert Lovett Waddell	Wagner
Lulu Ellen Wagner	McDaniel
Elmer Ellsworth Wells	Saundersville
Mae Wells	Wellston
Thomas Mason Wells	Creuzet
Beula Ozell White	Rio Grande
David Wickline	Rio Grande
Rachael Wickline	Rio Grande
Charles Ebenezer Williams	Coy
Charles Oscar Wood	Patriot

MUSIC STUDENTS.

Mantha Brandyberry, Organ	Rio Grande
Minnie Brandyberry, Organ	Rio Grande
Dora Cardwell Dawley, Organ	Jobs
Lula Hortense Clark, Organ	Thurman
Edith Corn, Piano, Harmony, and History	Thurman
Carrie Samantha Davis, Piano, Harmony, and History	Rio Grande
Emma M. Davis, Piano and Harmony	Cora
Emma Catherine Davis, Organ	Rio Grande
Elizabeth Evans, Piano, Harmony, and History	Orpheus
Charlotte Evans, Piano and Harmony	Thurman
Lena Beryl Feltman, Piano	Vinton
Mary Minnie Fulton, Piano	Rio Grande
Frank Wilson Hopkins, Piano	Rio Grande
Joseph Thomas Hughes, Organ	Thurman
Will Jones, Voice Culture	Thurman
Jennie Jones, Piano	Oak Hill
Mrs. Ella LeMaster, Piano	Rio Grande
Augusta Minx Lutes, Organ	Gallipolis
Mary Catherine Martin, Piano	Rodney
Clara L. Morgan, Piano	Cora
Ella Rebecca Price, Voice Culture	Waits
May Reece, Piano	Wyoma, W. Va.
Jennie Reece, Piano	Wyoma, W. Va,
Minnie Shack, Piano	Vinton
Ola Ethel Smith, Piano	Rio Grande
Cora Mildred Stewart, Piano	Rio Grande
Sallie Bessie Swisher, Organ	Cheshire
Daisy Wall, Piano	Scott Town
Ida Myrta Williams, Piano and Harmony	Wales
Blanche Esther Williams, Piano	Vinton
Carrie Eliza Wood, Voice Culture	Rio Grande
Nellie Amantha Wood, Piano	Rio Grande

SUMMARY.

Collegiate Department	20	
Preparatory Department	36	
English and Normal	94	
Music	32	
		182
Counted more than once		11
		171

This catalogue is issued later in the year than those that have been previously published. It contains the names of students for the present college year and for the closing term of the previous college year.

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching, *White's Elements of Pedagogy* two terms.

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM.—English Grammar, Etymology—*Harvey;* Higher Arithmetic—*Ray;* United States History—*Thalheimer.*

SECOND TERM.—English Grammar, Syntax—*Harvey;* Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM.—First Lessons in Latin—*Coy;* Elementary Algebra—*Ray;* Civil Government—*Macy.*

FOURTH TERM.—First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing; Elementary Zoölogy twice a week.

SENIOR YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge;* Physical Geography—*Guyot;* Composition and Rhetoric.

SECOND TERM.—Viri Romæ continued; Higher Algebra—*Ray;* Physiology and Hygiene—*Steele.*

THIRD TERM.—Viri Romæ completed; Higher Algebra—*Ray;* Natural Philosophy—*Gage.*

FOURTH TERM.—Cicero's Orations—*Chase & Stuart;* Plane Geometry—*Chauvenet;* Roman History—*Creighton;* Natural Philosophy completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNION YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge;* Greek Grammar and Lessons—*Hadley;* Physical Geography—*Guyot.*

SECOND TERM.—Viri Romæ continued; Greek Grammar and Lessons continued; Physiology and Hygiene—*Steele.*

THIRD TERM.—Viri Romæ completed; Xenophon's Anabasis—*Boise;* Grecian History—*Smith;* Natural Philosophy—*Gage.*

FOURTH TERM.—Cicero's Orations—*Chase & Stuart;* Xenophon's Anabasis continued; Roman History—*Creighton;* Natural Philosophy completed.

SENIOR YEAR.

FIRST TERM.—Cicero's Orations continued; Anabasis and Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM.—Virgil's Æneid—*Chase & Stuart;* Anabasis and Jones's Greek Exercises; Higher Algebra—*Ray.*

THIRD TERM.—Virgil's Æneid continued; Homer's Iliad—*Boise;* Higher Algebra continued.

FOURTH TERM.—Virgil's Æneid continued; Homer's Iliad continued; Plane Geometry—*Chauvenet.*

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM.—Cicero's Orations—*Chase & Stuart;* Geometry—*Chauvenet;* French—*Worman and Edgren's Grammar.*

SECOND TERM.—Virgil's Æneid—*Chase & Stuart;* Algebra completed—*Ray;* French—*Worman and Edgren's Grammar.*

THIRD TERM.—Virgil's Æneid continued; Trigonometry—*Schuyler;* French—*Super.*

FOURTH TERM.—Virgil's Æneid continued; Surveying—*Schuyler;* French—*Super.*

SOPHOMORE YEAR.

FIRST TERM.—Virgil's Æneid; German; Analytical Geometry—*Loomis.*

SECOND TERM.—Livy or De Amicitia—*Chase & Stewart;* German—*Worman;* Drawing—*Walker.*

THIRD TERM.—Livy continued or Germania; German—*Worman;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM.—Horace; German; Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans;* Differential Calculus or German Literature; History of English and American Literature—*Shaw.*

SECOND TERM.—History of English and American Literature continued; Integral Calculus or German Literature; Organic Chemistry—*Youmans.*

THIRD TERM.—Physiology—*Huxley;* Geology—*Dana;* Rhetoric—*Welsh.*

FOURTH TERM.—Astronomy—*Ray;* Botany—*Gray;* Logic—*Poland.*

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton;* History, Medieval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM.—Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot;* Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney;* Butler's Analogy.

FOURTH TERM.—International Law—*Woolsey;* Political Economy—*Andrews;* United States Constitution and Civil Government—*Andrews.*

Classical.

FRESHMAN YEAR.

FIRST TERM.—Virgil's Æneid—*Chase & Stuart;* Homer's Odyssey—*Boise & Freeman;* Geometry—*Chauvenet.*

SECOND TERM.—Livy—*Chase & Stuart;* Extracts from Demosthenes and Plato—*Boise & Freeman;* Higher Algebra completed—*Ray.*

THIRD TERM.—Livy continued; Thucydides—*Boise & Freeman;* Trigonometry—*Schuyler.*

FOURTH TERM.—Horace—*Chase & Stuart;* Greek—*New Testament;* Surveying—*Schuyler.*

SOPHOMORE YEAR.

FIRST TERM. Cicero de Senectute—*Chase & Stuart;* Herodotus or French; Analytical Geometry—*Loomis.*

SECOND TERM.—Cicero de Amicitia; Xenophon's Memorabilia or French; Drawing.

THIRD TERM.—Tacitus, Germania, or French; Physiology—*Huxley & Youmans;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM.—Tacitus, Agricola, or French; Botany—*Gray;* Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans;* German—*Worman;* History of English and American Literature—*Shaw.*

SECOND TERM.—English and American Literature continued; German continued; Organic Chemistry—*Youmans.*

THIRD TERM.—Geology—*Dana;* German continued; Rhetoric—*Welsh.*

FOURTH TERM.—Astronomy—*Ray;* German continued—*Whitney;* Logic—*Poland.*

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton;* History, Medieval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM.—Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot;* Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney;* Butler's Analogy.

FOURTH TERM.—International Law; Political Economy—*Andrews;* United States Constitution—*Andrews.*

COURSE IN INSTRUMENTAL MUSIC—PIANO.

In accordance with instructions from the Board of Trustees, the following course in music has been prepared. On the satisfactory completion of the course a suitable diploma will be given. Those who complete any part of the course will receive on request a written statement of the work done. It is hoped that by means of this course of study a larger number of music students will reduce their work to system.

No especial time is set for the completion of the different grades. The time required will depend upon the ability and faithfulness of the student. The student beginning with the rudiments and making ordinary progress can complete the course in four years, taking two lessons a week.

GRADE I.

KÖHLER—Preparatory Method.
ALOYS SCHMITT. Op. 16.
HELLER—Etudes, Op. 47.
CLEMENTI—Sonatas.
SCHUMANN—Album for the Young. Op. 68.

GRADE II.

TECHNIQUE—From Carl Faelten.
HELLER—Etudes, Op. 45.
BACH—21 Preludes and 6 Fugues.
MOZART—Sonatas.
Pieces by Scharwenka, Schumann, W. G. Smith.

GRADE III.

CRAMER-BÜLOW—Etudes. Two books.
MENDELSSOHN—Songs without Words.
CHOPIN—Mazurkas.
BACH—2- and 3-part Inventions.
HELLER—Etudes, Op. 16.
EMERY—Manual of Harmony.
BEETHOVEN—Sonatas, Op. 2, No. 1, Op. 10, No. 1, Op. 14, No. 2, Op. 26.

Pieces by E. Silas, Grieg, Saint-Saens, Rubenstein, Godard, Jensen, and Chaminade.

GRADE IV.

CLEMENTI—Gradus ad Parnassum, Tausig's Edition.
KULLAK—School of Octaves, Op. 48.
HENSELT—Etudes, Op. 2.
SCHUMANN—Fantasiestücke, Op. 12.
CHOPIN—Waltzes and Preludes.
BEETHOVEN—Sonatas, Op. 27, No. 2, Op. 28, Op. 31, No. 2.
RITTER—History of Music.
Pieces by Schubert, Wagner, Liszt, Tschaikowski, Paderewski, Moskowski, Rubenstein, and S. B. Mills.
Major and Minor Scales.
Concerted playing for two, four, six, and eight hands during the course.

Rio Grande College.

HISTORICAL SKETCH.

At the coming commencement, June 11, 1896, Rio Grande College will have been in operation twenty years. The following paragraphs contain a brief sketch of its history.

This school owes its existence to the Christian benevolence of Deacon Nehemiah Atwood, and his wife, Permelia Atwood. Mr. and Mrs. Atwood were married in 1819, and spent all of their subsequent lives in Raccoon township, Gallia county, Ohio, where they accumulated an estate of over one hundred thousand dollars. About the year 1850, Rev. Ira Z. Haning, a student of the Ohio University at Athens, Ohio, and a minister in the Freewill Baptist denomination, was preaching in Huntington and Raccoon townships, where he was instrumental in bringing about a religious reformation whose good results have ever been apparent. Under his ministry Mr. and Mrs. Atwood were converted and joined the Freewill Baptist church.

The following record is taken from their family Bible, now in the library of Rio Grande College:

"Nehemiah Atwood and Permelia his wife were baptized, through the mercy of God, by Bro. Ira Z. Haning, Freewill Baptist, 26th January, 1851."

From that time until their death they were active in Christian work and liberal in the support of the church and its benevolent enterprises.

Gradually the purpose of giving their entire estate to found and endow an institution for higher Christian education in the place where their lives had been spent and their estate accumulated was developed and matured. In the growth of their sentiments and plans Mr. Haning was their valued adviser.

When Mr. Atwood died, in December, 1869, these plans had been fully formed but no steps taken to carry them out. His widow at once began to move in this direction. A campus of ten acres was laid out upon one of their farms. Around this campus the village of Rio Grande has grown up. The main college building was erected in the summer of 1875, at the cost of $17,000. The address at the laying of the corner-stone was delivered by Rev. S. D. Bates, D.D.

Nov. 1, 1875, a meeting was held in Gallipolis for the purpose of effecting a legal organization. At this meeting articles of association were adopted. The preamble is as follows:

"We the undersigned, and our associates, grateful for the natural advantages, providential blessings, and Christian civilization granted to us and our country, desire to recognize and discharge the obligations enforced by such privileges; and, believing that a sound education, based upon Christian principles and ethics, is necessary to the development and support of our religious institutions and the present and future welfare of our race, have resolved to establish an institution of learning at Rio Grande, in Gallia county and state of Ohio; and having received pledges from Mrs. Permelia Wood to the amount of over fifty thousand dollars, and the positive payment of over twenty thousand dollars from the same party, do hereby adopt the following articles of association, and appoint the persons herein named trustees to manage and control said institution according to the laws of Ohio and the theology and practice of the Freewill Baptist denomination."

ORGANIZATION OF THE BOARD OF TRUSTEES.

The persons adopting these articles of association were Permelia Wood, Harrison Wood (to whom Mrs. Atwood had been married after her first husband's death), I. Z. Haning, G. W. Eagle, W. C. Eagle, R. P. Porter, W. H. McNeal, J. C. Gross, T. W. Hampton, and J. H. Evans. They organized with Rev. I. Z. Haning as president and W. H. McNeal as secretary, and chose a full board of twenty-four trustees.

On the same day a certificate of appraisement, in which the building and grounds were valued at twenty thousand dollars, was filed with the auditor of Gallia county.

The board of trustees met at Rio Grande, Dec. 9, 1875, and made arrangements for the erection of a boarding hall. This was soon afterwards built, at a cost of thirteen thousand dollars, the money being furnished by Mrs. Wood.

ORGANIZATION AND DEDICATION OF THE COLLEGE.

At a meeting of the trustees, held at Rio Grande, June 30, 1876, by-laws were adopted, an executive committee appointed, and arrangements made for the dedication of the institution and the opening of the work of instruction.

Aug. 9, 1876, the college was dedicated with appropriate ceremonies. The dedicatory address was delivered by Rev. Ransom Dunn, D.D. A response was made on behalf of the denomination by A. A. Moulton, A.M., and a response on behalf of the people by Rev. H. L. Whitehead.

The following resolution was adopted by the congregation :

"*Resolved*, That we gratefully recognize the noble generosity of Mrs. Wood in what has already been accomplished in this college work, and pledge our sympathy and co-operation in the prosecution of the enterprise."

On the afternoon of the same day Dr. Dunn delivered an address on "The Power and Advantages of a Collegiate Education."

THE FIRST FACULTY.

In the summer a faculty, consisting of Rev. Ransom Dunn, D.D., as president, with Albanus A. Moulton, A.M., George A. Slayton, A.M., and Nellie M. Phillips, B.S., as the other teachers, was chosen.

BEGINNING OF THE WORK OF THE COLLEGE.

Rio Grande College was opened Sept. 13, 1876. All of the students of the first year were of the preparatory grade. The teachers, however, prepared a collegiate course of study, equal to the courses of study in the first-class colleges of the Western states. At the meeting of the board of trustees, June 28, 1877, this was sanctioned, and the line of work for the future clearly marked out. Since that time the work has continued unbrokenly, according to this original plan, with only such minor changes in the selection and arrangement of studies as experience has shown to be best.

THE EDUCATIONAL POLICY OF THE COLLEGE.

Rio Grande College endeavors to occupy the proper place in that great system of American education which is now clearly defined in its outline. This position is intermediate. Below the college are the common schools, the high schools, and the preparatory schools. It would be well if all the appropriate work of these lower schools could be done in them. But, as it is not, most colleges have of necessity a preparatory department. While there are disadvantages in this, still, the unity in intellectual work which is secured by having the collegiate work done by the same teachers that have conducted the preparatory work is a compensating advantage.

In the collegiate course the aim has been well expressed as follows, by a leading American college president :

"To produce scholars whose knowledge of ancient and modern languages and literatures, higher mathematics, experimental science, political and economic history, psychology, ethics, and sociology, enables them to grasp the principles of law or medicine or politics or theology ; to guide social progress and form public opinion; to enjoy the companionship of wise and good men of all lands and ages ; and to appreciate the results in some department of scientific investigation or historical research."

Above the college is the university, whose work it is to train and develop those select scholars who are not simply to appropriate the things already known, but to advance the knowledge of truth in some chosen fields of study.

In taking and holding this high but intermediate position, Rio Grande College aims to do its appropriate work for its students. Its success in this is demonstrated by the practical ability shown by its graduates in various forms of work, and by the excellent work done by those graduates who have taken university and professional studies.

THE RELIGIOUS POLICY OF THE COLLEGE.

The trustees and teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students. In the words of the articles of association, the college was founded "to promote Christian education."

A system of education that develops only the intellect and appeals only to worldly motives is partial and incomplete. Those who are thus educated cannot have the highest form of personal worth or perform the best work for their fellow men.

The college is under the control of the Freewill Baptist denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church. The work of inculcating religious principle and forming Christian character is pursued in no narrow and illiberal way.

FREE TUITION TO MINISTERIAL STUDENTS.

As a contribution to an enlightened and progressive Christianity, the trustees of the college give free tuition to properly accredited candidates for the Christian ministry without regard to their denominational connection. In doing this they feel that they make a legitimate claim to the support of Christian ministers and Christian people. They ask such persons to note this fact and call the attention of young men contemplating the ministry to this provision. This privilege admits only to the regular academic work of the college, not to special theological studies, or to instruction in music.

THE COLLEGE Y. M. C. A.

Since its organization in 1882 the College Y. M. C. A. has been an important auxiliary in the work of the college. Professor Holcomb is at present the president of this society. It was represented in the Ohio state Y. M. C. A. convention at Mansfield, Feb. 20–23, 1896, by H. L. Atkinson and J. O. Williams.

LOCATION AND SURROUNDINGS.

The village of Rio Grande is twelve miles northwest of Gallipolis, and the same distance east of Oak Hill. It is six miles from Bidwell on the C. H. V. and T. Ry. Students and their baggage are brought from the three above named places to Rio Grande free at the beginning of each term, provided that they notify the president in advance and remain in college an entire term.

The fact that there are no saloons or other places of vicious resort at Rio Grande is a matter of great importance. Young men and women cannot safely be sent to places where these things exist. A few may be proof against temptation, but real safety is found where they do not exist. A late item in a newspaper states that ninety students of a college attended a masquerade ball in the city where it is located. In a college in a town having nearly fifty saloons, forty of the young men were known to be regular visitors and patrons of the saloons. Wine parties among the students were not infrequent. Rio Grande has none of these things or other demoralizing influences found in cities and large towns.

OUTLINE OF WORK AND METHODS OF TEACHING IN VARIOUS STUDIES.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration a particular statement of the work done in many of the different studies is given in the following pages. In the studies not mentioned the work is equally practical and thorough.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies:

I.—READING.

Articulation, inflection, emphasis, and whatever else is necessary to good oral reading are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. *Classes in reading are not formed every term, but whenever the needs of the school demand it.*

II.—GRAMMAR.

Two terms are devoted to this study. The first term is occupied with the study of etymology; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's, but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book, pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III.—ARITHMETIC.

The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage; the second to annuities; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV.—UNITED STATES HISTORY.

In this study the "Eclectic United States History" is used as a text-book, but supplemented with works from various authors. The topical method of recitation is generally used; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be thoroughly understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much blackboard work is done and good maps are used in locating historical places.

V.—COMMON-SCHOOL GEOGRAPHY.

One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. The methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are generally arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI.—PHYSIOLOGY.

Since the study of physiology has been made a common-school branch in the schools of Ohio, this college has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youman's text-book is used, and many interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII.—WRITING.

The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the blackboard, and the writing of the students, by practice and attention to criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII.—COMPOSITION.

Although one of the most elementary this is one of the most important studies in the Preparatory Department. For years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. The class just organized (midwinter) will have for its first subject "The Nests of the Humming-bird and Baltimore Oriole." These nests are in the cabinet. In warm weather an insect, as a grasshopper or cicada, is examined by the pupils; its eye, antennæ, wing, etc., looked at under the microscope; then the pupils are questioned until the points of interest are brought out, when they are sent to their rooms to tell on paper what they have learned in class. When the teacher looks over these productions sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences

which lack in clearness, strength, etc., are written upon the blackboard, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX.—PEDAGOGY.

Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher, and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical application of the principles taught is concerned, the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

IMPORTANCE OF ENGLISH STUDIES.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Students who have pursued studies of the English and Normal Course elsewhere will not be required to take those studies *in class* here, provided they pass a satisfactory examination. Grades from other schools or from county examinations will not be accepted, but the teachers of Rio Grande College will conduct examinations upon all the studies of this course.

Diplomas are given to those who complete the English and Normal Course.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraph a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

I.—BOOK-KEEPING.

A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms and principles of book-keeping are taught in such a manner as to prepare one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used and the work is done in class, the class reciting daily for ten weeks.

II.—MATHEMATICAL GEOGRAPHY AND MAP DRAWING.

Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande College. The plan and purpose of the work are clearly expressed in the following quotation from the preface: "It is not designed to make the subject a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments, and are required to complete one map in water colors.

III.—GEOMETRY.

This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the blackboard work.

IV.—TRIGONOMETRY.

This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results, students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

V.—SURVEYING AND ENGINEERING.

In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

1. A thorough knowledge of the transit and other instruments used in a survey.
2. A study of the United States laws relating to the subject and the court decisions on disputed cases.
3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.
4. Computations relating to areas and the division and partition of lands.
5. Platting, map-drawing, and lettering.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

VI.—DRAWING.

The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is

not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art, and more fully to appreciate the beauties and teachings of nature.

VII.—LATIN.

The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most frequently used in the first part of Viri Romæ. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place which they occupy in the history of the progress of the human mind, and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other teachers are doing, is adopted.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Coy's Latin Lessons is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

VIII.—GERMAN.

A good pronunciation, a mastery of the elements of grammar, and as large a vocabulary as possible are always aimed at in the one year's work in German. Daily conversations are held, and written exercises are required for the first three terms. These include short letters and essays. Selections in prose and poetry are memorized. The translations are from various authors.

IX.—FRENCH.

One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. Written exercises are required daily. The grammar used at present is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar and frequent written exercises and conversations. Super's "French Reader" is the book in use for this part of the work at present. Selections both in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody. It is not claimed that the year's work in French as here described will enable the student to converse readily upon a wide range of subjects or to read at sight the more difficult works of French authors.

The following are the results aimed at, and their educational and practical value are very great:

1. A good pronunciation and the power of ready conversation upon a number of familiar subjects. This lays a solid foundation for future improvement in speaking the language if the circumstances and interests of the student lead him to seek improvement in this direction.

2. A thorough understanding of the forms of the parts of speech, including the irregular verbs, with the power to write correct idiomatic French involving all ordinary constructions.

3. The power to read the easier forms of composition at sight and to read the higher forms of French literature with the aid of grammar and lexicon.

X.—NATURAL PHILOSOPHY.

The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms; a Wheatstone bridge; galvanometer; electric motor; induction coils; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries; telegraph

and telephone instruments; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

XI.—CHEMISTRY.

The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youmans' "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

XII.—BOTANY.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is required to analyze at least fifty flowers. The flora around Rio Grande is large and interesting. One flower has been pressed which so far as known has not been found elsewhere in Ohio, and several which are rare elsewhere. Our pupils prepared two hundred specimens for the Ohio exhibit at the World's Fair, with duplicates for our own school. We hope to continue the work for the school until it has a complete flora of this section of country. This department is fairly well equipped for its work.

XIII.—ZOOLOGY.

"It seems to me I never walked with my eyes open until I began to study zoölogy," said a student, as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit, and reverence. The college has quite an interesting collection of "helps" in study, and hopes for more in the near future. More and better microscopes are needed for this work.

XIV.—GEOLOGY.

Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the college. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays are written by the class on such topics as iron, coal, mineral oil, and aluminum. These are expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work is also done.

XV.—ENGLISH AND AMERICAN LITERATURE.

This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book, with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied.

XVI.—REQUIRED READING.

The class graduating from the Preparatory Department in June, 1896, will be required to pass examination in the following English classics: Shakespeare's Macbeth, Longfellow's Evangeline, Scott's Marmion, Gist's Selections from Bancroft, Selections from Hawthorne's Mosses from an Old Manse.

DEGREES AND DIPLOMAS.

Those who complete a Classical Course receive the degree of bachelor of arts; those completing the Scientific Course that of bachelor of science. Graduates of three years' standing who have maintained professional, literary, or scientific work and study, upon application, receive respectively the degrees of master of arts and master of science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course, and three dollars to those who complete the Music Course. Diplomas are given in all the above cases.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. The aim is to give them thorough drill in playing the works of the best composers, and to teach them to interpret prop-

erly the compositions of the old masters. A good foundation being absolutely necessary for a musical education, great care is taken in developing the technique of the students, that they may be able not only to play classic music but to play it classically. Those methods are used which have found favor in the best conservatories of Europe and America.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The large increase in the enrolment of students lately made an addition to the number of instruments in the college practice rooms necessary.

The rental for piano or organ is so small ($1.50 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in college. The music pupils are under college discipline, and enjoy its reading-room, library, and other privileges.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind are afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Thursday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speakers to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment

and beauty and force of language. These exercises have been of great interest and value, and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

EXPENSES.

Tuition, Common English Studies, per term	$7 00
" " " " per year	25 00
" Higher Studies, per term	8 00
" " " per year	28 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, two hours daily, per term	3 00

FREE TUITION UNDER THE "BOXWELL LAW."

Graduates from the common schools of Ohio under the "Boxwell Law," who attend Rio Grande College one term within one year after their graduation, will be admitted free of charge for the term immediately following.

BOARDING.

Boarding and lodging with all things furnished to the student can be obtained at $2.50 per week or less, both in the College Boarding Hall and in private houses in and near the village. Where the student furnishes fuel, lights, bedding, and toilet articles the price is reduced.

Opportunities for self-boarding may be obtained by corresponding in advance with the president or financial agent.

READING ROOM.

The works of reference that belong to the college library are kept in a reading room, to which the students have daily access. The reading room is supplied with a number of periodicals, partly donated, partly purchased. The following are at present received regularly: *Scribner's Magazine; The Review of Reviews; The Century Magazine; The Forum; The Cosmopolitan; Public Opinion; The Youth's Companion; The Morning Star*, Boston; *The Mail and Express*, New York; *The Advocate of Peace*, Boston; *The American Economist*, New York; *The Presbyterian*, Philadelphia; *The Church Watchman*, Ashtabula, O.; *The Union Signal*, Chicago; *The Free Baptist*, Minneapolis; *The Baptist Banner*, Huntington, W. Va.; all the Gallipolis papers, and a number of other local papers.

LIBRARY.

Students have free use of the college library. The books have been carefully selected, and the library as a whole is well adapted to the needs of students. A large increase in the library was made last year, both by donation and by purchase. Since the publication of the last catalogue the following donations have been received for the

library: Rev. J. T. Ward, D.D., Minneapolis, Minn., 1 vol.; *The Morning Star*, Boston, Mass., 52 vols., twenty-six of these being bound volumes of *The Century Magazine*; Mrs. E. B. McVey, Eastbank, W. Va., 1 vol.; Rev. N. E. Musser, Eastbank, W. Va., 1 vol.; Mr. A. C. Shaver, Eastbank, W. Va., 1 vol.; Rev. G. C. Waterman, Providence, R. I., 12 vols.; Rev. D. Powell, Flemington, W. Va., 16 vols.

Mr. Powell has also presented to the college a fine collection of minerals.

FINANCIAL AGENCY.

At the last meeting of the trustees Rev. W. J. Fulton was re-employed as financial agent. He is again commended to the public. There is need of money (1) to purchase apparatus, (2) to increase the library, (3) to furnish a large number of periodicals for the reading-room, (4) to assist meritorious students of limited means, (5) to augment the endowment. It is hoped that the financial agent will find liberal assistance in building up the interests of the college.

The college has now been in successful operation almost twenty years. The trustees and teachers endeavor to make it worthy of patronage, and they confidently refer to its record. It is steadily growing in its power and influence.

WHAT RIO GRANDE COLLEGE CLAIMS FOR ITSELF AND ITS WORK.

In view of the thorough and practical instruction that is given in all departments, of the present facilities for illustrating by proper apparatus and material the branches of study that need such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close personal relations with the teachers daily and receive careful personal attention at every recitation, and, lastly, in view of the positions which the graduates of Rio Grande College have been able to take and to hold, the faculty and trustees sincerely believe that this school may rightly claim a standing among the best educational institutions. In fact, this claim is recognized wherever the college and its work are now known.

In addition to this the faculty and trustees confidently assert that the advantages here offered *are provided at as small expense to the student* as by any other school of like grade. Thoughtful young men and women are invited to consider these statements when deciding whether or not it is possible to secure a higher education.

ALUMNI ASSOCIATION.

This association was organized in 1892. It holds an annual meeting at commencement. The college library received from the association a gift of ten volumes at the annual meeting in June, 1895. The present officers of the association are Benner Jones, Thurman, O., president; May Fulton, Rio Grande, O., secretary; J. W. Davis, Ames, Colo., treasurer; Mrs. Minnie C. Jones, Gallipolis, O., Mrs. Flora W. Carter, Columbus, O., and Prof. J. D. Holcomb, Rio Grande, O., executive committee.

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The Morning Star, a religious weekly of 16 pages, and the organ of the Free Baptist denomination. $2.00 per year.

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NEW ILLUSTRATED OUTLINE RADIAL KEY MAP OF THE HOLY LAND. Fine manilla paper, 36 x 48 inches. Rings for hanging. Specially adapted to class work. Only 50 cts., postage paid.

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THE TREATISE. A compact statement of Free Baptist Doctrine and Polity. Published by authority of the General Conference. 25 cts., post-paid; $2.50 per dozen.

MINISTERS' MANUAL. Two editions, Free Baptist and Christian. Containing Marriage Services, Communion Services, Ordinations and Installations, Corner-Stone Exercises, Dedications, etc. It is especially rich in material for the Sick Room and Funerals. 134 pages, bound in limp black Russia, red edges. Price 75 cents.

POEMS BY MRS. V. G. RAMSEY. 196 pp., cloth, $1.00; postage, 8 cts.

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SERMONS. Twenty-three discourses by as many Free Baptist ministers. 90 cts.; postage, 10 cts.

LIFE OF GEORGE T. DAY. $1.00; postage, 11 cts.

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FREE BAPTIST REGISTER AND YEAR BOOK. 20 cts. each; per half dozen or more, 15 cts. each.

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SEVENTEENTH ANNUAL CATALOGUE

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Calendar.

1894.

Baccalaureate Sermon, Sunday, 10.30 A. M.	June 10.
Annual Address before Y. M. C. A., Sunday evening	June 10.
Anniversary of Preparatory Department, Monday evening	June 11.
Shakespearian Society Anniversary, Tuesday evening	June 12.
Trustee Meeting, Wednesday 9 A. M.	June 13.
Annual Address, Wednesday evening	June 13.
Seventeenth Anniversary of the College, Commencement Exercises, Thursday, 10.30 A. M.	June 14.
First Term of College Year, 1894–95 begins	Aug. 27.
Second Term	Nov. 5.

1895.

Third Term begins	Jan. 28.
Fourth Term	April 8.

Seventeenth Annual Catalogue

OF THE

OFFICERS AND STUDENTS

OF

Rio · Grande · College

Rio Grande, Gallia Co., Ohio

FEBRUARY, 1894

BOSTON
MORNING STAR PUBLISHING HOUSE
1894

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Term Expires June, 1895.

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Term Expires June, 1897.

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L. R. WOOD	Rio Grande
HON. J. W. MCCORMICK	Gallipolis
REV. R. J. POSTON	Dayton
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*Died Sept. 22, 1893.

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GEORGE S. BOHANAN,

INSTRUCTOR IN VOCAL AND INSTRUMENTAL MUSIC.

CHARLES K. BUCKLE,

STENOGRAPHY, TYPEWRITING, AND VIOLIN.

Students.

Collegiate Department.

GRADUATES 1893.

Walter William Deckard	Edna
Harry Augustus Wood	Rio Grande

SENIORS.

Augusta Eleanor Glenn	Tycoon
Elmer Sheridan McCall	Proctorville
Harley Wilmer Woodruff	Alice

JUNIOR.

John Wesley Davis	Cora

SOPHOMORES.

Lizzie Davis	Cora
Albert Lawrence Vollborn	Harris
Adriel Welker	Rio Grande
Mary Diana Wood	Rio Grande

FRESHMEN.

Sarah Ina Bell	Waller
Carrie Samantha Davis	Rio Grande
Charles Elliott Davis	Rio Grande
Mary Minnie Fulton	Rio Grande
Irene Holcomb	Rio Grande
Helen Mills	Gallipolis
Hugh Kimball Moulton	North Linndale
Carrie Shiers	Rio Grande

SPECIAL STUDENTS.

Charles Kerns Buckle	Northup
Sardine Presley Humphrey	Middleport
James Pryor McVey	Eastbank, W. Va.
William Lewis Nida	Lincoln

Preparatory Department.

SENIORS.

Hilas Lawrence Atkinson	Creola
Frank William Ball	Rio Grande
Rees D. Evans	Cora
Ira Jasper Fulton	Rio Grande
Ernie Mary Jones	Rio Grande
Harriet Lillie Kling	Rio Grande
James Hamilton Lash	Rio Grande
Homer Coyl Lash	Rio Grande
Millard Fillmore Leonard	Addison
Eliza Symmes Lucas	Cheshire
Fred Kerr Mills	Gallipolis
Ernest Phillips Moulton	North Linndale
Esta Shiers*	Rio Grande
Susan Rometa Shoemaker	Rio Grande
Frank Leslie Smith	Cora
Carrie Eliza Wood	Rio Grande

JUNIORS.

John Harrison Berry	Addison
Harley Fremont Bolton	Rutland
Jennie Alice Davis	Cora
Marianna Davis	Cora
Ray S. Dutton	Downington
Ethel May Ewing	Idaho
William Colby Feltman	Vinton
Chancie Edward Fife	Kyger
Sadie Givens	Given
Virginia Hogg	Huntington, W. Va.
Charles Wilbur Humphrey	Middleport
Gertrude Ledley	Cheshire
Augusta Minx Lutes	Gallipolis
Clarence McDaniel	Cadmus
Ray Rosse Miller	Scranton, Miss.
Luther Winchester Sheets	Saundersville
Flora Melvena Shiers	Rio Grande
Charles Lawrence Stewart	Rio Grande
Cora Stewart	Rio Grande
Warren Lincoln Taylor	New Plymouth
Margaret Elizabeth Wickline	Rio Grande

*Died Sept. 8, 1893.

English and Normal Department.

GENTLEMEN.

Lincoln Sergeant Ables	Kyger
Charles Moore Ault	Scioto
Dana George Oren Randall Bing	Cheshire
William Bird	Gallipolis
Emmet Curtis Bowles	Dexter
John Varney Broughman	Coy
Thomas Franklin Brown	Flat
Emory Arlonzo Clark	Leaper
Philip Jenkins Davis	Cora
Alfred Heber Dodds	Scioto
John Edwards	Gallipolis
John P. Evans	Cadmus
John Franklin Finley	Angola
Charles Smith French	Coy
William Lewis Garlic	Yoho
Charles Emet Garlic	Crown City
James E. Hamm	Rio Grande
Elmer Hartsook	Edna
Frank W. Hopkins	Rio Grande
Franklin Pierce Huntley	Chestnut Grove
William Oliver Johnston	Gallipolis
David Elmer Jones	Cadmus
Thomas William Jones	Thurman
William Philip Kling	Rio Grande
Howard Doane Lash	Rio Grande
Lester Keller Louks	Vinton
Ernest Fischer Martin	Dexter
Oscar Edward McCall	Charity
Kossuth McKinstry	Lee
Charles Edward Michael	Huntington, W. Va.
Fred Arthur Miller	Patriot
R. Theodore Morgan	Cora
Jenkin Gomer Morgan	Cora
Wade Hampton Muncy	Louisa, Ky.
James Everett Niday	Patriot
John A. Pigman	Athalia
William Lawrence Scroggs	Rutland
Walter Brooks Shank	Hickory, W. Va.
William Barker Shaver	Eastbank, W. Va.
Varney Shoemaker	Rio Grande

Frank Shuler	Malaby
Lester Hamilton Smith	Rodney
Bertie Virgil Swisher	Addison
Henry Dayton Swisher	Cheshire
Benjamin Wade Swisher	Cheshire
Charles Shelby Tanner	Rio Grande
Lewis Stewart Thomas	Langsville
Daniel Webster Thomas	Cora
David Wickline	Rio Grande
Aries Edgar Willbarger	Harris
Arius Kimber Williams	Gallipolis
John Frederick Witty	Labelle
Ellsworth Sylvester Woolweaver	Dundas

LADIES.

Kate Shelton, *Graduate*	Gallia Furnace
Stella May Arthur	Hilton
Ada May Betz	Harris
Nancy Margaret Bobo	Point Rock
Daisy Bolton	Rutland
Minnie Brandyberry	Rio Grande
Emma Davis	Cora
Maggie Donnally	Evergreen
Rosella Dunlap	Leon, W. Va.
Kate Ellen Edwards	Gallia Furnace
Bertie Edwards	Rio Grande
Allie Evans	Cadmus
Bessie Maude Fargo	Cheshire
Bertha Harding	Kyger
Emma Rosalee Keister	Mercer's Bottom, W. Va.
Flora Augusta Martin	Zeal
Grace May McKinstry	Lee
Minnie Moomaw	Rio Grande
Ora Edna Shiers	Rio Grande
Nannie Gertrude Shuler	Malaby
Mary Estelle Shuler	Malaby
Lora May Sims	Holcomb
Lucy Jane Stevens	Coy
Cynthia Stewart	Rio Grande
Florence Sullivan	Leon, W. Va.
Jessie Alice Swanson	Rio Grande
Sarah Estella Swanson	Rio Grande
Etta Swisher	Cheshire
Anna Belle Switzer	Addison
Emma Luella Tanner	Cora
Addie Belle Trainer	Mt. Blanco

Lillie Wallace	Hoggsett's, W. Va.
Lura Madge Way	Rutland
Nancy Welker	Rio Grande
Lizzie Welker	Rio Grande
Rachel Wickline	Rio Grande
Ellen Wood	Athens

MUSIC STUDENTS.

Hilas Lawrence Atkinson, Violin	Creola
Alvalora Arletta Bing, Piano and Voice	Cheshire
Bessie Black, Piano	Rutland
Daisy Bolton, Piano	Rutland
Thomas Brandyberry, Organ	Rio Grande
Charles Kerns Buckle, Piano, Voice, and Harmony	Northup
Lydia Campbell, Organ	Thurman
Mrs. C. O. Clark, Piano	Rio Grande
Edith Corn, Organ	Thurman
Carrie Samantha Davis, Piano	Rio Grande
Emma Davis, Piano	Cora
Emma Catharine Davis, Organ	Rio Grande
Rosella Dunlap, Piano	Leon, W. Va.
Lizzie Evans, Piano	Orpheus
Lottie Evans, Piano and Voice	Thurman
May Fulton, Organ	Rio Grande
Mary Minnie Fulton, Piano	Rio Grande
Sadie Givens, Piano	Given
Rachel Emma Holcomb, Organ	Rio Grande
Virginia Hogg, Piano and Guitar	Huntington, W. Va.
Mrs. M. J. Hull, Piano	Edna
Mary Ella Jones, Organ	Thurman
Emma Jones, Organ	Thurman
Mary Jones, Organ	Thurman
Emma Rosalee Keister, Piano and Voice,	Mercer's Bottom, W. Va.
DeWitt Durgin Lash, Piano	Rio Grande
Eliza Symmes Lucas, Voice	Cheshire
Augusta Minx Lutes, Piano	Gallipolis
Oscar Edward McCall, Voice	Charity
Ida May McDaniel, Piano and Voice	Cadmus
Grace May McKinstry, Piano	Lee
Ola Ethel Smith, Piano	Rio Grande
Cora Electa Swisher, Piano	Addison
Florence Sullivan, Piano	Leon, W. Va.
Carrie Shiers, Piano	Rio Grande
Esta Shiers, Piano	Rio Grande
Ora Edna Shiers, Organ	Rio Grande
Sylvia Arosa Trichler, Piano	Addison

Lillie Wallace, Piano	Hoggsett's, W. Va.
Cora Idell Willbarger, Piano and Harmony	Harris
John Elmer Winn, Piano	Rio Grande
Ellen Wood, Piano and Voice	Athens

STENOGRAPHY.

Kate Ellen Edwards	Gallia Furnace
Charles Wilbur Humphrey	Middleport
Millard Fillmore Leonard	Addison
Clara M. Saunders	Kingsbury
Elinor Varney	Rio Grande
Lura Madge Way	Rutland

SUMMARY.

Collegiate Department	18	
Special Students	4	
Preparatory Department	37	
English and Normal	90	
Music	42	
Stenography	6	
		197
Counted more than once		24
		173

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching, *White's Elements of Pedagogy, two terms.*

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM.—English Grammar, Etymology—*Harvey;* Higher Arithmetic—*Ray;* United States History—*Thalheimer.*

SECOND TERM.—English Grammar, Syntax—*Harvey;* Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM.—First Lessons in Latin—*Harkness;* Elementary Algebra—*Ray;* Civil Government—*Mowry.*

FOURTH TERM.—First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing; Elementary Zoology, twice a week.

SENIOR YEAR.

FIRST TERM.—Cæsar's Commentaries—*Harper & Tolman;* Physical Geography—*Guyot;* Composition and Rhetoric.

SECOND TERM.—Cæsar's Commentaries continued; Higher Algebra—*Ray;* Physiology and Hygiene—*Hutchinson.*

THIRD TERM.—Cæsar completed; Higher Algebra—*Ray;* Natural Philosophy—*Gage.*

FOURTH TERM.—Cicero's Orations—*Chase & Stuart;* Plane Geometry—*Chauvenet;* Roman History—*Creighton;* Natural Philosophy completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNIOR YEAR.

FIRST TERM. — Cæsar's Commentaries — *Harper & Tolman;* Greek Grammar and Lessons—*Hadley;* Physical Geography—*Guyot.*

SECOND TERM. — Cæsar's Commentaries continued; Greek Grammar and Lessons continued; Physiology and Hygiene—*Hutchinson.*

THIRD TERM.—Cæsar completed; Xenophon's Anabasis—*Boise;* Grecian History—*Smith;* Natural Philosophy—*Gage.*

FOURTH TERM.—Cicero's Orations—*Chase & Stuart;* Xenophon's Anabasis continued; Roman History—*Creighton;* Natural Philosophy completed.

SENIOR YEAR.

FIRST TERM. — Cicero's Orations continued; Anabasis and Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM. — Virgil's Æneid—*Chase & Stuart;* Anabasis and Jones's Greek Exercises; Higher Algebra—*Ray.*

THIRD TERM.—Virgil's Æneid continued; Homer's Iliad—*Boise;* Higher Algebra continued.

FOURTH TERM.—Virgil's Æneid continued; Homer's Iliad concontinued; Plane Geometry—*Chauvenet.*

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM.—Cicero's Orations—*Chase & Stuart;* Geometry—*Chauvenet;* French—*Worman and Edgren's Grammar.*

SECOND TERM.—Virgil's Æneid—*Chase & Stuart;* Algebra completed—*Ray;* French—*Worman and Edgren's Grammar.*

THIRD TERM.—Virgil's Æneid continued; Trigonometry—*Schuyler;* French—*Super.*

FOURTH TERM.—Virgil's Æneid continued; Surveying—*Schuyler;* French—*Super.*

SOPHOMORE YEAR.

FIRST TERM.—Virgil's Æneid; German; Analytical Geometry—*Loomis.*

SECOND TERM.—Livy or De Amicitia—*Chase & Stuart;* German—*Worman;* Drawing—*Walker.*

THIRD TERM.—Livy continued or Germania; German—*Worman;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM.—Horace; German; Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans;* Differential Calculus or German Literature; History of English and American Literature—*Shaw.*

SECOND TERM.—History of English and American Literature continued; Integral Calculus or German Literature; Organic Chemistry—*Youmans.*

THIRD TERM.—Physiology—*Huxley;* Geology—*Dana;* Rhetoric—*Welsh.*

FOURTH TERM.—Astronomy—*Loomis;* Botany—*Gray;* Logic—*Thompson.*

SENIOR YEAR.

FIRST TERM.—Zoology—*Orton;* History, Mediæval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM.—Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot;* Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney;* Butler's Analogy.

FOURTH TERM.—International Law—*Woolsey;* Political Economy—*Gregory;* United States Constitution and Civil Government—*Andrews.*

Classical.

FRESHMAN YEAR.

FIRST TERM.—Virgil's Æneid—*Chase & Stuart;* Homer's Odyssey—*Boise & Freeman;* Geometry—*Chauvenet.*

SECOND TERM.—Livy—*Chase & Stuart;* Extracts from Demosthenes and Plato—*Boise & Freeman;* Higher Algebra completed—*Ray.*

THIRD TERM.—Livy continued; Thucydides—*Boise & Freeman;* Trigonometry—*Schuyler.*

FOURTH TERM.—Horace—*Chase & Stuart;* Greek—*New Testament;* Surveying—*Schuyler.*

SOPHOMORE YEAR.

FIRST TERM.—Cicero de Senectute—*Chase & Stuart;* Herodotus or French; Analytical Geometry—*Loomis.*

SECOND TERM.—Cicero de Amicitia; Xenephon's Memorabilia or French; Drawing.

THIRD TERM.—Tacitus, Germania, or French; Physiology—*Huxley & Youmans;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM.—Tacitus, Agricola, or French; Botany—*Gray;* Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans;* German—*Worman;* History of English and American Literature—*Welsh.*

SECOND TERM.—English and American Literature continued; German continued; Organic Chemistry—*Youmans.*

THIRD TERM.—Geology—*Dana;* German continued; Rhetoric—*Welsh.*

FOURTH TERM.—Astronomy—*Loomis;* German continued—*Whitney;* Logic—*Thompson.*

SENIOR YEAR.

FIRST TERM.—Zoology—*Orton;* History, Mediæval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM.—Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot;* Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney;* Butler's Analogy.

FOURTH TERM.—International Law; Political Economy—*Gregory;* United States Constitution—*Andrews.*

Rio Grande College.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration a particular statement of the work done in many of the different studies is given in the following pages.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies:

I.—READING.

Articulation, inflection, emphasis, and whatever else is necessary to good oral reading, are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. Classes in reading are not formed every term, but whenever the needs of the school demand it.

II.—GRAMMAR.

Two terms are devoted to this study. The first term is occupied with the study of etymology; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's, but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book, pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III.—ARITHMETIC.

The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage; the second to annuities; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV.—AMERICAN HISTORY.

One term is devoted to this study with the "Eclectic United States History" as a text-book supplemented with works from various authors. The topical method of recitation is generally used; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be thoroughly understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much blackboard work is done and good maps are used in locating historical places.

V.—COMMON-SCHOOL GEOGRAPHY.

One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. Some of the old methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI.—PHYSIOLOGY.

Since the study of physiology has been made a common-school branch in the schools of Ohio, this College has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youmans' text-book is used, and many interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII.—WRITING.

The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters

and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the blackboard, and the writing of the students, by practice and attention to criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII.—COMPOSITION.

Although one of the most elementary this is one of the most important studies in the Preparatory Department. For years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. The class just organized (midwinter) will have for its first subject "The Nests of the Humming-bird and Baltimore Oriole." These nests are in the cabinet. In warm weather an insect, as a grasshopper or cicada, is examined by the pupils; its eye, antennæ, wing, etc., looked at under the microscope; then the pupils are questioned until the points of interest are brought out, when they are sent to their rooms to tell on paper what they have learned in class. When the teacher looks over these productions sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences which lack in clearness, strength, etc., are written upon the blackboard, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX.—PEDAGOGY.

Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical application of the principles taught is concerned, the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

IMPORTANCE OF ENGLISH STUDIES.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Diplomas are given to those who complete the English and Normal Course.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraphs a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

In view of the thorough and practical instruction that is given in all departments, of the present facilities for illustrating by proper apparatus and material the branches of study that need such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close personal relations with the teachers daily and receive careful personal attention at every recitation, and, lastly, in view of the positions which the graduates of Rio Grande College have been able to take and to hold, the faculty and trustees sincerely believe that this school may rightly claim a standing among the best educational institutions. In fact this claim is recognized wherever the College and its work are now known.

In addition to this the faculty and trustees confidently assert that the advantages here offered *are provided at less expense to the student* than by any other school of like grade. Thoughtful young men and women are invited to consider these statements when deciding whether or not it is possible to secure a higher education.

I.—BOOK-KEEPING.

A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms

and principles of book-keeping are taught in such a manner as to prepare any one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used and the work is done in class, the class reciting daily for ten weeks.

II.—MATHEMATICAL GEOGRAPHY AND MAP DRAWING.

Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande College. The plan and purpose of the work are clearly expressed in the following quotation from the preface: "It is not designed to make the subject a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments, and are required to complete one map in water colors.

III.—GEOMETRY.

This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the blackboard work.

IV.—TRIGONOMETRY.

This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

V.—SURVEYING AND ENGINEERING.

In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

1. A thorough knowledge of the transit and other instruments used in a survey.

2. A study of the United States laws relating to the subject and the court decisions on disputed cases.

3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.

4. Computations relating to areas and the division and partition of lands.

5. Platting, map-drawing, and lettering.

Three hours a day for five weeks, under the constant supervision of the teacher, are devoted to field work.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The last railway survey was on the most practical route from Rio Grande to Bidwell on the C. H. V. & T. R. R., a distance of five and a half miles. The field work required about five hours a day for five weeks. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

VI.—DRAWING.

The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art and more fully to appreciate the beauties and teachings of nature.

VII.—LATIN.

The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most fre-

quently used in the first book of Cæsar. The first chapter of the first book of Cæsar is thoroughly mastered during the latter part of the spring term. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place which they occupy in the history of the progress of the human mind, and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other teachers are doing, is adopted.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Harkness's "Easy Method in Latin" is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

VIII.—GERMAN.

A good pronunciation, a mastery of the elements of grammar, and as large a vocabulary as possible are always aimed at in the one year's work in German. Daily conversations are held, and written exercises are required for the first three terms. These include short letters and essays. Selections in prose and poetry are memorized. The translations are from various authors.

IX.—FRENCH.

One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. Written exercises are required daily. The grammar used at present is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar and frequent written exercises and conversations. Super's "French Reader" is the book in use for this part of the work the present year. Selections both

in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody. It is not claimed that the year's work in French as here described will enable the student to converse readily upon a wide range of subjects or to read at sight the more difficult works of French authors.

The following are the results aimed at, and their educational and practical value are very great:

1. A good pronunciation and the power of ready conversation upon a number of familiar subjects. This lays a solid foundation for future improvement in speaking the language if the circumstances and interests of the student lead him to seek improvement in this direction.

2. A thorough understanding of the forms of the parts of speech, including the irregular verbs, with the power to write correct idiomatic French involving all ordinary constructions.

3. The power to read easier forms of composition at sight and to read the higher forms of French literature with the aid of grammar and lexicon.

X.—NATURAL PHILOSOPHY.

The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. The recent purchase of an air pump, together with other apparatus used in connection with it, makes another valuable addition to the amount already on hand. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms; a Wheatstone bridge; galvanometer; electric motor; induction coils; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries; telegraph and telephone instruments; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

XI.—CHEMISTRY.

The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youmans' "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No

extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

XII.—BOTANY.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is required to analyze at least fifty flowers. The flora around Rio Grande is large and interesting. One flower was pressed last year which so far as known has not been found elsewhere in Ohio, and several were pressed which are rare elsewhere. Our pupils prepared two hundred specimens for the Ohio exhibit at the World's Fair, with duplicates for our own school. We hope to continue the work for the school until it has a complete flora of this sectiou of country. This department is fairly well equipped for its work.

XIII.—ZOOLOGY.

"It seems to me I never walked with my eyes open until I began to study zoology," said a student as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit, and reverence. The College has quite an interesting collection of "helps" in this study, and hopes for more in the near future. More and better microscopes are needed for this work.

XIV.—GEOLOGY.

Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the College. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays are written by the class on such topics as iron, coal, mineral oil, and aluminum. These are expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work is also done.

XV.—ENGLISH AND AMERICAN LITERATURE.

This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book,

with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied.

XVI.—REQUIRED READING.

The class graduating from the Preparatory Department in June, 1895, will be required to pass examination in the following English classics: Shakespeare's Julius Cæsar, Longfellow's Evangeline, Webster's Bunker Hill Orations, Scott's Lady of the Lake, Irving's Sketch Book.

DEGREES.

Those who complete a Classical Course receive the degree of Bachelor of Arts; those completing the Scientific Course that of Bachelor of Science. Graduates of three years' standing who have maintained professional, literary, or scientific work and study, upon application, receive respectively the degrees of Master of Arts and Master of Science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course. Diplomas are given in all the above cases.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. The aim is to give them thorough drill in playing the works of the best composers, and to teach them to interpret properly the compositions of the old masters. A good foundation being absolutely necessary for a musical education, great care is taken in developing the technique of the students, that they may be able not only to play classic music but to play it classically. Those methods are used which have found favor in the best conservatories of Europe and America.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The large increase in the enrolment of students lately made an addition to the number of instruments in the College practice rooms necessary.

The rental for piano or organ is so small ($1.50 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in College. The music pupils are under College discipline, and enjoy its reading-room, library, and other privileges.

STENOGRAPHY AND TYPE-WRITING.

To meet the needs of many students a new department was added to the work of the college last year.

The Munson and Pernin systems of stenography are taught. Each student receives individual instruction. The tuition for a term of ten weeks, two lessons daily, is $8.

The writing machine used is the Caligraph No. 2. The tuition for a term of ten weeks, one hour daily, is $2.25.

LIBRARY.

Although the library is small it is especially well supplied with works of reference, and valuable additions are made each year. Last year Prof. J. W. Jones made a donation of mathematical works costing $25. Other gifts were secured by the financial agent. Donations to the library are solicited.

READING-ROOM.

The works of reference that belong to the library, together with a good list of local, religious, and other weekly newspapers, and a carefully selected number of the best monthly magazines, are kept in a reading-room which is open to the students daily.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind are afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Wednesday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speakers to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment and beauty and force of language. These exercises have been of great interest and value, and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

RELIGIOUS AND MORAL AIM OF THE COLLEGE.

The College is under the control of the Freewill Baptist denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church; and was founded to promote Christian education. The teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students. In this work the College Y. M. C. A. has been an important auxiliary. Since the opening of the present college year there has been an increase in the membership and activity of the Y. M. C. A. H. F. Bolton is president. E. S. McCall and J. W. Davis represented the Association in the state convention at Youngstown Feb. 15–18, 1894.

LOCATION.

The College is located in the village of Rio Grande, Gallia County, Ohio. It is very free from temptations to extravagance or dissipation.

There is a daily stage from Gallipolis and Oak Hill, each twelve miles distant; and daily means of conveyance from Bidwell, formerly Porter Station, on the C. H. V. & T. Ry., six miles distant.

EXPENSES.

Tuition, Common English Branches, per term	$5 00
" " " " per year	17 00
" Higher Branches, per term	6 00
" " " per year	20 00
Incidental Fee, per term	2 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, two hours daily, per term	3 00
Board, with use of room in Boarding Hall, per week	2 25

Room rent in Boarding Hall to those who do not board in Hall, from 25 to 35 cts. per week.

All dues to the College are payable at least half a term in advance.

The students' rooms in the Boarding Hall are furnished with table, chairs, bedstead, coal-box, poker, and shovel.

Board in private families, all things found, costs from $2.10 to $2.50 per week.

Rooms can be rented in the village by students who wish to board themselves.

FINANCIAL AGENCY.

At the last meeting of the trustees Rev. W. J. Fulton was re-employed as financial agent. He is again commended to the public. There is need of money to purchase more apparatus, to increase the library, to supply more largely the reading-room, to assist meritorious students of limited means, and to augment the endowment. It is hoped that the agent may continue to find liberal assistance in building up the interests of the College.

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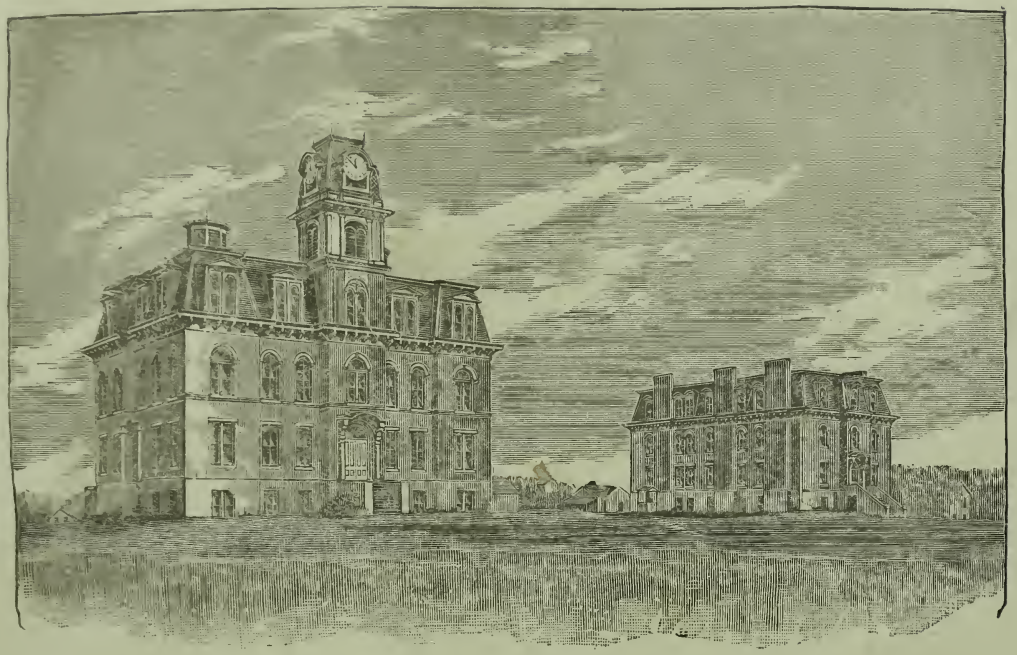

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RIO GRANDE COLLEGE

Calendar.

1893.

Baccalaureate Sermon, Sunday, 10.30 A. M. . . . . June 11.
Annual Address before Y. M. C. A., Sunday evening . . June 11.
Anniversary of Preparatory Department, Monday evening. . . . . June 12.
Shakespearian Society Anniversary, Tuesday evening . June 13.
Trustee Meeting, Wednesday 9 A. M. . . . . June 14.
Alumni and General Reunion, Wednesday evening . . . June 14.
Sixteenth Anniversary of the College, Commencement Exercises, Thursday 10.30 A. M. . . . . June 15.
First Term of College Year, 1893–94 begins . . . . . August 28.
Second Term . . . . . November 6.

1894.

Third Term begins . . . . . January 29.
Fourth Term . . . . . April 9.

Sixteenth ✻ Annual ✻ Catalogue

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CHARLES K. BUCKLE,

STENOGRAPHY, TYPEWRITING, AND VIOLIN.

Students.

Collegiate Department.

GRADUATES 1892.

Stella May Fulton, S.	Rio Grande
Howard Fulton Gross, C.	Rio Grande
Lydia Sophia Gross, S.	Rio Grande
Nehemiah Atwood Haning, S.	Huntington, W. Va.
John D. Holcomb, S.	Baltimore, Md.
Sarah Alice Jacobs (Mrs. V. F. Barrett) S.	Houston, Mo.
Benner Jones, S.	Thurman
Thomas Wilbur Jones, C.	Gallipolis

SENIORS.

Walter William Deckard, S.	Edna
Harry Augustus Wood, S.	Rio Grande

SOPHOMORES.

Augusta Eleanor Glenn, S.	Tycoon
Mary Diana Wood, S.	Rio Grande
Harley Wilmer Woodruff, S.	Alice

FRESHMEN.

John Wesley Davis, S.	Cora
Lizzie Davis, S.	Cora
Rachel Emma Holcomb, S.	Rio Grande
Charles E. Jones, S.	Thurman
Sarah Anna Wright, S.	Sandfork

SPECIAL STUDENTS.

Charles Kerns Buckle	Northup
Elmer Sheridan McCall	Proctorville
James Prior McVey	Eastbank, W. Va.

Preparatory Department.

SENIOR CLASS.

Hilas Lawrence Atkinson, S.	Creola
Sarah Ina Bell, S.	Waller
Carrie Samantha Davis, S.	Rio Grande
Charles Elliott Davis, S.	Rio Grande
D. Luther Edwards, S.	Oak Hill
Mary Minnie Fulton, S.	Rio Grande
Irene Holcomb, S.	Rio Grande
Ernie Mary Jones, S.	Rio Grande
Harriet Lillie Kling, S.	Rio Grande
James Hamilton Lash, S.	Rio Grande
Homer Coyl Lash, S.	Rio Grande
Fred Kerr Mills, S.	Gallipolis
Hugh Kimball Moulton, S.	North Linndale
Harold Hoyt Moulton, S.	North Linndale
Carrie Shiers, S.	Rio Grande
Susan Rometa Shoemaker, S.	Rio Grande
Frank Leslie Smith, S.	Cora
Albert Lawrence Vollborn, S.	Harris
Adriel Welker, S.	Rio Grande

JUNIOR CLASS.

Frank William Ball, S.	Rio Grande
Jennie Alice Davis, S.	Cora
Rees Evans, S.	Cora
Ethel May Ewing, S.	Idaho
Ira Jasper Fulton, S.	Rio Grande
Sadie Givens, S.	Given
Virginia Hogg, S.	Huntington, W. Va.
Charles Wilbur Humphrey, S.	Middleport
Ida Mae Jones, S.	Lebo, Kan.
Millard Fillmore Leonard, S.	Addison
Augusta Minx Lutes, S.	Gallipolis
Ernest Phillips Moulton, S.	North Linndale
James Edward Niday, S.	Lincoln
Esta Shiers, S.	Rio Grande
Charles Lawrence Stewart, S.	Rio Grande
Margaret Elizabeth Wickline, S.	Rio Grande
Carrie Eliza Wood, S.	Rio Grande

English and Normal Department.

GENTLEMEN.

John Harrison Berry	Addison
William Bird	Gallipolis
Emory Arlonzo Clark	Leaper
Elmer Ellsworth Clark	Moody
Philip Jenkins Davis	Cora
Alonzo Newton Denney	Harris
Alvin A. Drummond	Cadmus
Ulysses Thomas Drummond	Cadmus
George W. Eagle	Vinton
John Edwards	Gallipolis
Gomer Daniel Elias	Esop
Colby Feltman	Vinton
John Franklin Finley	Angola
Charles Smith French	Rio Grande
Eddie George	Bulaville
Homer Harry Glenn	Tycoon
James E. Hamm	Rio Grande
Elmer Hartsook	Edna
Frank Hopkins	Rio Grande
John Herbert Jenkins	Thurman
Thomas William Jones	Thurman
Howard Doane Lash	Rio Grande
Clarence Everett Lloyd	Cadmus
Edward F. Martin	Dexter
Oscar Edward McCall	Charity
Clarence McDaniel	Cadmus
Simeon Perry McDaniel	McDaniel
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W. Ezra Plymale	Thivener
Henry Wilson Queen	Boggs
William E. Shadrach	Kerr
Varney Shoemaker	Rio Grande
Frank Shuler	Malaby
Lester Hamilton Smith	Rodney
Clarence W. Stuart	Lincoln
Bertie Virgil Swisher	Addison

Daniel Webster Thomas	Cora
Wesley J. Vaughn	Tycoon
Emmett Emerson Ward	Mercerville
William Edwin Welker	Rio Grande
David Wickline	Rio Grande
Arius Kimber Williams	Gallipolis
William Wood	Cora

LADIES.

Stella Anna Arthur	Hilton
Rosa May Beck	Gallipolis
Ada Betz	Harris
Alvalora Arletta Bing	Cheshire
Minnie Brandyberry	Rio Grande
Lizzie Ellen Davis	Cora
Kate Ellen Edwards	Gallia Furnace
Nellie Cecil Fogg	Vinton
Bertha Harding	Kyger
Lizzie Hartsook	Edna
Flora Jenkins	Cheshire
Emma Rosalee Keister	Mercer's Bottom, W. Va.
Gertrude Ledlie	Cheshire
Catharine Vattula Lewis	Rio Grande
Lora Caroline Lloyd	Cadmus
Dora Bell McDaniel	Cadmus
Ida May McDaniel	Cadmus
Sarah Catharine Myers	Rio Grande
Mintie Powell	Arabia
Lizzie Reese	Cora
Kate Shelton	Gallia Furnace
Flora Melvena Shiers	Rio Grande
Ora Edna Shiers	Rio Grande
Nannie Shuler	Malaby
Rose Shuler	Malaby
Eva Estella Sigler	Hilton
Lora N. Sims	Holcomb
Lucy Jane Stephens	Rio Grande
Cora Stewart	Rio Grande
Lena May Swaim	Creola
Jessie Alice Swanson	Rio Grande
Sarah Estella Swanson	Rio Grande
Anna Belle Switzer	Addison
Sylvia Arosa Trichler	Addison
Lura Madge Way	Rutland
Orpha Welker	Chestnut Grove
Rachel Wickline	Rio Grande
Anna Edith Zimmerman	Lincoln

MUSIC STUDENTS.

Alvalora Arletta Bing, Piano	Cheshire
Charles Kerns Buckle, Piano	Northup
Minnie Brandyberry, Organ	Rio Grande
Thomas Brandyberry, Organ	Rio Grande
Sarah Ina Bell, Piano	Waller
Mrs. B. F. Bartels, Voice	Wales
Edith Corn, Organ	Thurman
Lydia Campbell, Organ	Thurman
Mrs. C. O. Clark, Piano	Rio Grande
Carrie Samantha Davis, Piano	Rio Grande
Kittie Davis, Organ	Pine Grove
Lizzie Evans, Piano	Orpheus
D. Luther Edwards, Voice	Oak Hill
Lottie Evans, Piano	Thurman
Nellie Cecil Fogg, Piano	Vinton
Charles Smith French, Violin	Rio Grande
Stella May Fulton, Organ	Rio Grande
Lydia Sophia Gross, Piano	Rio Grande
Mrs. Ella Gross, Organ	Rio Grande
Sadie Givens, Piano	Given
Rachel Emma Holcomb, Organ	Rio Grande
Mrs. M. J. Hull, Piano	Edna
Sarah Anna Hartsook, Organ	Thurman
Virginia Hogg, Piano and Voice	Huntington, W. Va.
Mrs. Kate R. Hopkins, Voice	Rio Grande
Thomas William Jones, Violin	Thurman
Emma Jones, Organ	Thurman
Laura Lenora Jenkins, Piano	Cheshire
Ida Mae Jones, Piano and Voice	Lebo, Kan.
Emma Rosalee Keister, Voice	Mercer's Bottom, W. Va.
DeWitt Durgin Lash, Piano	Rio Grande
Salina Lewis, Piano	Orpheus
Elmer Sheridan McCall, Violin	Proctorville
Clara B. Morgan, Organ	Cora
Clara L. Morgan, Piano	Thurman
Gertrude Evelyn Moulton Piano	North Linndale
Sylvia Pearl McManamay, Organ	Zaleski
Ida May McDaniel, Organ	Cadmus
Emma Ella Richards, Organ	Rio Grande
Cora Electa Swisher, Piano	Addison
Lena May Swaim, Piano	Creola
Ora Edna Shiers, Organ	Rio Grande
Sylvia Arosa Trichler, Piano	Addison
Lizzie Welker, Organ	Rio Grande
Cora Idell Wilibarger, Piano	Harris

Mary Diana Wood, Piano	Rio Grande
Nellie Amantha Wood, Organ	Rio Grande
William Wood, Guitar	Cora
Anna Edith Zimmerman, Organ	Lincoln

STENOGRAPHY.

Kate Ellen Edwards	Gallia Furnace
Charles Wilbur Humphrey	Middleport
James Pryor McVey	Eastbank, W. Va.
Nora Varney	Rio Grande

TYPE-WRITING.

Hilas Lawrence Atkinson	Creola
Charles Elliott Davis	Rio Grande
Kate Ellen Edwards	Gallia Furnace
John Edwards	Gallipolis
Ira Jasper Fulton	Rio Grande
Mrs. Kate R. Hopkins	Rio Grande
Charles Wilbur Humphrey	Middleport
Mrs. J. W. Jones	Rio Grande
James Pryor McVey	Eastbank, W. Va.
William Edwin Welker	Rio Grande
Adriel Welker	Rio Grande

SUMMARY.

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Special Students	3	
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Stenography	4	
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		169

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching.

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM. — English Grammar, Etymology — *Harvey;* Higher Arithmetic—*Ray;* United States History—*Thalheimer.*

SECOND TERM. — English Grammar, Syntax — *Harvey;* Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM. — First Lessons in Latin—*Harkness;* Elementary Algebra—*Ray;* Civil Government—*Mowry.*

FOURTH TERM. — First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing.

SENIOR YEAR.

FIRST TERM. — Cæsar's Commentaries—*Harper & Tolman;* Physical Geography—*Guyot;* Composition and Rhetoric.

SECOND TERM. — Cæsar's Commentaries continued; Higher Algebra—*Ray;* Physiology and Hygiene—*Hutchinson.*

THIRD TERM. — Cæsar completed; Higher Algebra—*Ray;* Natural Philosophy—*Gage.*

FOURTH TERM. — Cicero's Orations—*Chase & Stuart;* Plane Geometry—*Chauvenet;* Roman History—*Creighton;* Natural Philosophy completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNIOR YEAR.

FIRST TERM. — Cæsar's Commentaries—*Harper & Tolman;* Greek Grammar and Lessons—*Hadley;* Physical Geography—*Guyot.*

SECOND TERM. — Cæsar's Commentaries continued; Greek Grammar and Lessons continued; Physiology and Hygiene—*Hutchinson.*

THIRD TERM. — Cæsar completed; Xenophon's Anabasis—*Boise;* Grecian History—*Smith;* Natural Philosophy—*Gage.*

FOURTH TERM. — Cicero's Orations—*Chase & Stuart;* Xenophon's Anabasis continued; Roman History—*Creighton;* Natural Philosophy completed.

SENIOR YEAR.

FIRST TERM. — Cicero's Orations continued; Anabasis and Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM. — Virgil's Æneid—*Chase & Stuart;* Anabasis and Jones's Greek Exercises; Higher Algebra—*Ray.*

THIRD TERM. — Virgil's Æneid continued; Homer's Iliad—*Boise;* Higher Algebra continued.

FOURTH TERM. — Virgil's Æneid continued; Homer's Iliad continued; Plane Geometry—*Chauvenet.*

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM. — Cicero's Orations—*Chase & Stuart;* Geometry—*Chauvenet;* French—*Worman and Edgren's Grammar.*

SECOND TERM. — Virgil's Æneid—*Chase & Stuart;* Algebra completed—*Ray;* French—*Worman and Edgren's Grammar.*

THIRD TERM. — Virgil's Æneid continued; Trigonometry—*Schuyler;* French—*Super.*

FOURTH TERM. — Virgil's Æneid continued; Surveying and Navigation—*Schuyler;* French—*Super.*

SOPHOMORE YEAR.

FIRST TERM. — Virgil's Æneid; German; Analytical Geometry—*Loomis.*

SECOND TERM. — Livy, or De Amicitia—*Chase & Stuart;* German —*Worman;* Drawing—*Walker.*

THIRD TERM. — Livy continued, or Germania; German—*Worman;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM. — Horace; German; Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM. — Inorganic Chemistry—*Youmans;* Differential Calculus, or German Literature; History of English and American Literature—*Shaw.*

SECOND TERM. — History of English and American Literature continued; Integral Calculus, or German Literature; Organic Chemistry —*Youmans.*

THIRD TERM. — Physiology—*Huxley;* Geology—*Dana;* Rhetoric—*Welsh.*

FOURTH TERM. — Astronomy—*Loomis;* Botany—*Gray;* Logic—*Thompson.*

SENIOR YEAR.

FIRST TERM. — Zoology—*Orton;* History, Mediæval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM. — Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot;* Mental Philosophy completed.

THIRD TERM. — Moral Philosophy; Philology—*Whitney;* Butler's Analogy.

FOURTH TERM. — International Law—*Woolsey;* Political Economy—*Gregory;* United States Constitution and Civil Government—*Andrews.*

Classical.

FRESHMAN YEAR.

FIRST TERM. — Virgil's Æneid—*Chase & Stuart;* Homer's Odyssey—*Boise & Freeman;* Geometry—*Chauvenet.*

SECOND TERM. — Livy—*Chase & Stuart;* Extracts from Demosthenes and Plato—*Boise & Freeman;* Higher Algebra completed—*Ray.*

THIRD TERM. — Livy continued; Thucydides—*Boise & Freeman;* Trigonometry—*Schuyler.*

FOURTH TERM. — Horace—*Chase & Stuart;* Greek—*New Testament;* Surveying and Navigation—*Schuyler.*

SOPHOMORE YEAR.

FIRST TERM. — Cicero de Senectute—*Chase & Stuart;* Herodotus, or French; Analytical Geometry—*Loomis.*

SECOND TERM. — Cicero de Amicitia; Xenophon's Memorabilia, or French; Drawing.

THIRD TERM. — Tacitus, Germania, or French; Physiology—*Huxley & Youmans;* Mechanics—*Kimball's Olmsted.*

FOURTH TERM. — Tacitus, Agricola, or French; Botany—*Gray;* Physics—*Kimball's Olmsted.*

JUNIOR YEAR.

FIRST TERM. — Inorganic Chemistry—*Youmans;* German—*Worman;* History of English and American Literature—*Welsh.*

SECOND TERM. — English and American Literature continued; German continued; Organic Chemistry—*Youmans.*

THIRD TERM. — Geology—*Dana;* German continued; Rhetoric—*Welsh.*

FOURTH TERM. — Astronomy—*Loomis*; German continued—*Whitney;* Logic—*Thompson.*

SENIOR YEAR.

FIRST TERM. — Zoology—*Orton;* History, Mediæval and Modern—*Swinton;* Mental Philosophy—*Haven.*

SECOND TERM. — Evidences of Christianity—*Hopkins;* History of Civilization—*Guizot*; Mental Philosophy completed.

THIRD TERM. — Moral Philosophy; Philology—*Whitney*; Butler's Analogy.

FOURTH TERM. — International Law; Political Economy—*Gregory*: United States Constitution—*Andrews.*

Rio Grande College.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration it is here stated that the remarks in regard to studies from this point to the end of the catalogue have been entirely rewritten. Instead of the more general statements which have been made in regard to the courses of study in previous catalogues a particular statement of the work done in many of the different studies will be given.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Diplomas are given to those who complete the English and Normal Course.

I. *Reading.* Articulation, inflection, emphasis, and whatever else is necessary to good oral reading, are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. Classes in reading are not formed every term, but whenever the needs of the school demand it.

II. *Grammar.* Two terms are devoted to this study. The first term is occupied with the study of etymology; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's,

but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III. *Arithmetic.* The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage; the second to annuities; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV. *American History.* One term is devoted to this study with the "Eclectic United States History" as a text-book supplemented with work from various authors. The topical method of recitation is generally used; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be thoroughly understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much blackboard work is done and good maps are used in locating historical places.

V. *Common-School Geography.* One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. Some of the old methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI. *Physiology.* Since the study of physiology has been made a common-school branch in the schools of Ohio this College has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youman's text-book is used, and many

interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII. *Writing.* The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the blackboard, and the writing of the students, by practice and attention to criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII. *Composition.* Although one of the most elementary this is one of the most important studies in the Preparatory Department. Three classes were taught the past year. For two years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. The class just organized (midwinter) will have for its first subject "The Nests of the Humming-bird and Baltimore Oriole." These nests are in the cabinet. In warm weather an insect, as a grasshopper or cicada, is examined by the pupils; its eye, antennae, wing, etc., looked at under the microscope; then the pupils are questioned until the points of interest are brought out, when they are sent to their rooms to tell on paper what they have learned in class. When the teacher looks over these productions sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences which lack in clearness, strength, etc., are written upon the blackboard, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX. *Pedagogy.* Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical

application of the principles taught is concerned the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraphs a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

In view of the thorough and practical instruction that is given in all departments, of the present facilities for illustrating by proper apparatus and material the branches of study that need such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close personal relations with the teachers daily and receive careful personal attention at every recitation, and, lastly, in view of the positions which the graduates of Rio Grande College have been able to take and to hold, the faculty and trustees sincerely believe that this school may rightly claim a standing among the best educational institutions. In fact this claim is recognized wherever the College and its work are now known.

In addition to this, the faculty and trustees confidently assert that the advantages here offered *are provided at less expense to the student* than by any other school of like grade. Thoughtful young men and women are invited to consider these statements when deciding whether or not it is possible to attend school.

Book-keeping. A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms and principles of book-keeping are taught in such a manner as to prepare any one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used and the work is done in class, the class reciting daily for ten weeks.

Mathematical Geography and Map Drawing. Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande College. The plan and purpose of the work

are clearly expressed in the following quotation from the preface: "It is not designed to make the subject a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments and are required to complete one map in water colors.

Geometry. This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the blackboard work.

Trigonometry. This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

Surveying and Engineering. In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

1. A thorough knowledge of the transit and other instruments used in a survey.
2. A study of the United States laws relating to the subject and the court decisions on disputed cases.
3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.
4. Computations relating to areas and the division and partition of lands.
5. Platting, map-drawing, and lettering.

Three hours a day for five weeks, under the constant supervision of the teacher, are devoted to field work.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The last railway survey was on the most practical route from Rio Grande to Bidwell on the C. H. V. & T. R. R., a distance of five and a half miles. The field work required about five hours a day for five weeks. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

Drawing. The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art and more fully to appreciate the beauties and teachings of nature.

Latin. The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most frequently used in the first book of Cæsar. The first chapter of the first book of Cæsar is thoroughly mastered during the latter part of the spring term. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place which they occupy in the history of the progress of the human mind, and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other

teachers are doing, is adopted. The Latin classes at present are the largest in the history of the school, and the interest and profit of this part of the work are very marked.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Harkness's "Easy Method in Latin" is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

German. The work done in German varies from year to year. During the first two terms of the present school year the class took about fifty lessons in the grammar: thirty-six of these were lessons having vocabularies; the others were lessons on the auxiliary, regular and irregular verbs, and on pronouns and prepositions. The class read most of "Worman's First Book," committed the Lord's Prayer and a few short and easy selections from German authors. All the translations from English to German were written and the papers corrected by the teacher. During the next two terms the class will commit some longer selections, read "Bilderbuth ohne Bilder," a part of "Wilhelm Tell" and selections from the Reader; they will also write a few short essays and letters in German. There are daily conversations in German throughout the year.

French. One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. Written exercises are required daily. The grammar used at present is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar and frequent written exercises and conversations. Super's "French Reader" is the book in use for this part of the work the present year. Selections both in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody. It is not claimed that the year's work in French as here described will enable the student to converse readily upon a wide range of subjects or to read at sight the more difficult works of French authors.

The following are the results aimed at, and their educational and practical value are very great:

1. A good pronunciation and the power of ready conversation upon a number of familiar subjects. This lays a solid foundation for future improvement in speaking the language if the circumstances and interests of the student lead him to seek improvement in this direction.

2. A thorough understanding of the forms of the parts of speech, including the irregular verbs, with the power to write correct idiomatic French involving all ordinary constructions.

3. The power to read easier forms of composition at sight and to read the higher forms of French literature with the aid of grammar and lexicon.

Natural Philosophy. The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. The recent purchase of an air pump, together with other apparatus used in connection with it, makes another valuable addition to the amount already on hand. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms; a Wheatstone bridge; galvanometer; electric motor; induction coils; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries; telegraph and telephone instruments; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

Chemistry. The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youman's "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

Botany. There has been a special interest in botany this year, three pupils having prepared nearly two hundred specimens for the Ohio Exhibit at the Columbian Exhibition, with duplicates for our own school. The flora around Rio Grande is large and interesting. One flower was pressed last year, which, so far as known, has not been found elsewhere in the State, and several which are rare elsewhere.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is expected to analyze at least fifty flowers. This department is fairly well equipped for its work.

Zoology. "It seems to me I never walked with my eyes open until I began to study zoology," said a student as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit and reverence. The College has quite an interesting collection of "helps" in this study, and hopes for more in the near future. More and better microscopes are needed for this work. We feel that our school takes a long step in the right direction this year by adding an elementary work on this subject to its Preparatory Department.

Geology. Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the College. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays were written by the last class on such topics as iron, coal, mineral oil, and aluminium. These were expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work was also done.

English and American Literature. This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book, with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied. The class this year spent about one-half the time in reading. Some of Shakespeare's plays and selections from Milton, Wordsworth, Scott, Tennyson, Irving, Longfellow, and Whittier formed an important part of their work. The selections were varied to suit all tastes, and the result was an increased desire on the part of the class to do good reading.

DEGREES.

Those who complete a Classical Course receive the degree of Bachelor of Arts; those completing the Scientific Course, that of Bachelor of Science. Graduates of three years' standing who have maintained

professional, literary, or scientific work and study, upon application, receive respectively the degrees of Master of Arts and Master of Science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course. Diplomas are given in all the above cases.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. The aim is to give them thorough drill in playing the works of the best composers, and to teach them to interpret properly the compositions of the old masters. A good foundation being absolutely necessary for a musical education great care is taken in developing the technique of the students, that they may be able not only to play classic music but to play it classically. Those methods are used which have found favor in the best conservatories of Europe and America.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably. There is a large chorus meeting once a week in which a drill is given in part singing and sight-reading. This is free to all students.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The large increase in the enrolment of students lately made an addition to the number of instruments in the College practice rooms necessary.

The rental for piano or organ is so small ($1 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in College. The music pupils are under College discipline and enjoy its reading-room, library, and other privileges.

STENOGRAPHY AND TYPE-WRITING.

To meet the needs of many students a new department has been added to the work of the college this year.

The Munson and Pernin systems of stenography are taught. Each student receives individual instruction. The tuition for a term of ten weeks, two lessons daily, is $8.

The writing machine used is the Caligraph No. 2. The tuition for a term of ten weeks, one hour daily, is $2.25.

LIBRARY.

A valuable addition was made to the library by purchase since the publication of the last catalogue. A movement is on foot to raise $300 for the purchase of new books during the spring term. The library is well supplied with works of reference.

READING-ROOM.

The works of reference that belong to the library, together with a good list of local, religious, and other weekly newspapers, and a carefully selected number of the best monthly magazines, are kept in a reading-room which is open to the students daily.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind are afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Wednesday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speakers to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment and beauty and force of language. These exercises have been of great interest and value and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

RELIGIOUS AND MORAL AIM OF THE COLLEGE.

The College is under the control of the Freewill Baptist denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church; and was founded to promote Christian education. The teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students. In this work the College Y. M. C. A. has been an important auxiliary.

LOCATION.

The College is located in the village of Rio Grande, Gallia County, Ohio. It is very free from temptations to extravagance or dissipation.

There is a daily stage from Gallipolis and Oak Hill, each twelve miles distant; and daily means of conveyance from Bidwell, formerly Porter Station, on the C. H. V. & T. Ry., six miles distant.

EXPENSES.

Tuition, Common English Branches, per term	$5 00
" " " " per year	17 00
" Higher Branches, per term	6 00
" " " per year	20 00
Incidental Fee, per term	2 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, per term	2 00
Board, with use of room in Boarding Hall, per week	2 25

Room rent in Boarding Hall to those who do not board in Hall, from 25 to 35 cts. per week.

All dues to the College are payable at least half a term in advance.

The students' rooms in the Boarding Hall are furnished with table, chairs, bedstead, coal-box, poker, and shovel.

Board in private families, all things found, costs from $2.10 to $2.50 per week.

Rooms can be rented in the village by students who wish to board themselves.

FINANCIAL AGENCY.

At the last meeting of the trustees Rev. W. J. Fulton was re-employed as Financial Agent. He is again commended to the public. There is need of money to purchase more apparatus, to increase the library, to supply more largely the reading-room, to assist meritorious students of limited means, and to augment the endowment. It is hoped that the agent may continue to find liberal assistance in building up the interests of the College.

ADDITIONAL INFORMATION.

An elementary work on zoology will be added to the Preparatory Course next year.

The charge for the use of the pianos for practice will be raised fifty per cent at the beginning of next year. The charge will then be three dollars for the use of an instrument for practice two hours daily for one term. Since the publication of the last catalogue the College has purchased two new Ivers & Pond pianos.

Beginning with the College year 1893-94 an increased amount of reading will be required of those who graduate from the Preparatory Department. Careful examinations will be had on all the works required to be read. The works assigned for next year's reading are: Shakespeare's Julius Cæsar, Longfellow's Evangeline, Webster's Bunker Hill Orations, Scott's Lady of the Lake, Irving's Sketch Book.

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